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ABSTRACT

This study looked at the critical elements of peer leadership exhibited by special and general educators in a school where the 21 teachers had the opportunity to develop a common language and knowledge base, to understand one another's beliefs about the children they teach, and to set common goals for their work. Analysis of peer leadership skills was based on self-ratings and peer nominations of the 6 special educators and 15 general educators. Results indicated that the special educators were perceived by their peers as more skilled than the general educators in five areas: group functioning, education general (or master teacher), confrontation, diagnosing organizations, and resource bringing. There were no skills in which the general educators' peer nominations exceeded nominations for special educators. Special educators rated themselves higher than general educators in three areas: initiative taking, resource bringing, and demonstration. The study concludes that special educators have leadership abilities that can be more widely applied to school reform, that these leadership abilities can be developed over time, and that elaborate "career ladders" that can violate standards of equality among teachers may not be needed to generate this leadership. (Contains 22 references.) (Author/JDD)

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Involving Special Educators in School Reform: The Development of Peer Leadership

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INVOLVING SPECIAL EDUCATORS IN SCHOOL REFORM: THE DEVELOPMENT OF PEER LEADERSHIP

Abstract

This study looks at the critical elements of peer leadership which were exhibited by special and general educators in a school where the twenty-one teachers had the opportunity to develop a common language and knowledge base, to understand one another's beliefs about the children they teach and to set common goals for their work.

A measure of peer leadership skills was developed, based on the work of Saxl, Miles, & Lieberman (1989), and given twice to the teachers, once for self-rating and once for peer nominations. An analysis of variance (ANOVA) indicated that the special educators were perceived by their peers as more skilled than the general educators in five areas. The results suggest that general education's search for "instructional leadership" must be expanded to include special educators, and may not require elaborate "career ladders" to generate that leadership.

Introduction

Two simultaneous waves of reform in the schools, one known as "restructuring" in general education and the other as the "regular education initiative" (REI) in special education, have left special educators wondering how to carry out their roles in a restructuring school. While few teachers will argue with the underlying values of either reform movement, the practice of reforms in classrooms tends to heighten the tensions between general and special educators. Their training, traditional roles, and socialization may have led to differences in beliefs, instructional practices, and assessment techniques (Pugach, 1992; Gartner & Lipsky, 1987), while the old organizational paradigm of schools has tended to separate general education and special education colleagues from one another by virtue of their professional specialization (Skrtic, 1987).

The language of restructuring tends to be broad and inclusive, with statements such as this from AMERICA 2000: "... every school in American will ensure that all students learn to use their minds well ..." (U.S. Department of Education, 1991, p. 62). However, there is concern expressed throughout the education community about the wisdom of serving all students with special needs in every general education classroom (Viadero, 1992; Davis & Maheady, 1991; Semmel, Abernathy, Butera, & Lesar, 1991). While general educators have been encouraged by reformers to

become more inclusive in their thinking, special educators have become aware that their system and their students will be seriously affected by general education reform (Ysseldyke, Thurlow, and Shriner, 1992; Carnine & Kameenui, 1990). As stated in an article focusing on special education's role in literacy and education,

> We believe that special education professionals must participate in AMERICA 2000 reforms. Otherwise, it is possible that, in the press to maximize achievement, special education and the students it serves will be eased out of the education mainstream (Sindelar, Watanabe, McCray, and Hornsby, 1992, p. 39).

Many teachers, having experienced the "top-down" wave of school reform by legislative and administrative mandate which characterized the early 1980's, believe that the current changes are driven by inadequate policy analysis and are happening too quickly to allow both students and teachers to acquire the essential skills.

> Ten years ago policy in our system dictated that special education remain a totally separate domain from regular eduction. Resources, both materials and personnel, were not to be shared. A principal attempting to administer special education classes

> within his building was informed most emphatically that children with disabilities fell under the aegis of the special education department. A teacher attempting to mainstream students for special activities or to reverse mainstream was discouraged. Now, in just a decade, special education policy has been reversed ... Neither regular nor special education teachers wa... students dumped in classrooms without ... requisite skills (Banks, 1992, p. 564).

The restructuring movement, however, breaks down the walls of separation with its vision of a community of leaders (Barth, 1990). Teachers are being asked to learn to work collaboratively within their own schools to improve education by creative problem-solving, which draws upon the collective expertise of all teachers within an individual school (Darling-Hammond, 1988; Fullan, 1991). Empowering teachers and creating collaborative school environments leads to a new definition of "instructional leadership," one in which teachers look to their peers as well as the principal for support in solving the learning problems of individual students (West, 1990; Little, 1988; Rosenholtz, 1988).

Peer leadership among teachers takes many forms, some more successful than others in promoting change in their peers and in their schools (Conley, 1991). The common element among these forms is best expressed by Little (1988) in the following

passage:

> The target of teacher leadership is the stuff of teaching and learning: teachers' choices about curriculum, instruction, how students are helped to learn, and how their progress is judged and rewarded (p. 84).

In the collaborative environment of a restructuring school, special educators would have the opportunity to contribute their knowledge of effective means to teach students with special needs to the collective expertise of the faculty. If special educators were seen as leaders by their peers, they would have even greater opportunities to ensure that the needs of all students were addressed in the general education classroom. The study reported in this paper was conducted in the belief that special educators have skills which could enable them to emerge as "teacher leaders" among their peers.

The purpose of our study was to address these questions:

1. Will the leadership exhibited by the special educators be seen by their peers to be as effective as that of the general educators?
2. Will there be peer leadership skills in which special educators excel and those in which general educators excel?
3. Will the special educators' self-perceptions of their skills

match the perceptions of their peers?

4. Was the technical assistance provided by project staff to the teacher-leaders a critical component in their leadership development?

Method

Setting

The investigation of peer leadership is one study within a larger research project which was based on the REI; we will refer to this work as the "study," and the larger research project itself as the "project." The project took place in a rural school district in the Northeast, between 1988 and 1992, in a county which had the highest proportion of any county in the state of recipients of ANFDC (Aid to Needy Families with Dependent Children). In the 1991-92 school year, 47% of the students were eligible for Compensatory Education and 13% received Special Education services. The target school was a K-6 elementary school with 260 students; of the twenty-one (21) teachers in this school at the time of the study eleven (11) had degrees at the Bachelor's level, nine (9) at the Master's level, and one was completing her doctorate.

The project was designed to test a model for school-based change which deliberately removes barriers to integration of students

with learning handicaps, promotes collaboration across professional specialties, and provides the resources for teachers to develop their skills in using special education technology in the general education classroom. One hypothesis generated for the project was that teachers are more likely to implement a plan for school wide change that they have developed themselves rather than a plan developed by others. Another hypothesis was that children will benefit most from instructional strategies when these strategies are part of a coherent schoolwide plan in which **all** of the teachers were the decision-makers and strategic planners.

The research team chose an intervention designed to enable all of the teachers in the target school, special and general educators alike, to develop a common language and knowledge base, to become aware of a variety of instructional strategies, and to understand one another's beliefs. A year-long series of monthly seminars was given for the entire faculty, focusing on organizational and instructional strategies for teaching students with learning problems in integrated classrooms and involving the teachers in a problem-solving planning process for their own school. Teachers could earn three graduate-level credits at the university and were offered a stipend for the additional planning work beyond the course requirements.

The seminars featured selected readings drawn from both general

and special education literature, a case study to which the teachers were asked to prepare a written response, a group discussion led by two members of the faculty, and a presentation by an "expert practitioner" from a similar rural setting. At the end of each evening, the group was asked to relate their discussion to the issues in their own school.

Participants spoke positively about the three-hour seminars, saying that they came to recognize which of their peers could serve as resources for specific problems. Because beliefs and values were imbedded in conversations around educational issues, the paradigm of separation between general and special educators was altered as all teachers worked together. There was a high level of investment in the school-wide plans that they developed at the end of the year, setting six goals for themselves.

At this point in the intervention, the research team realized that the teachers in the target schools would need leadership from within their own group if they were to continue to be the decision-makers as they implemented their plan. We asked for volunteers to take the lead in organizing the work on each goal, offering them a small stipend and ongoing technical assistance. For each of the three goals which was implemented in the first year, two teachers volunteered to serve as leaders; in the second year, four teachers volunteered leadership for an additional goal. By chance, one half of each of the teams of teacher-

leaders had special education background.

Each goal was handled in a unique way. Different leadership configurations and processes existed among the teacher-leaders, and each team of leaders took unique approaches to moving the entire school toward its goal. University research team members provided technical assistance in the form of consultation and material resources. Consultation activities included helping the teacher-leaders to plan meetings and training sessions and to develop tools for needs assessment and program evaluation, and providing participant observation and feedback. University resources provided specialized consultants for training sessions, an instructor for a graduate level course, professional library materials, funding for teacher attendance at workshops offered elsewhere, and networking opportunities. In providing supportive communication, research team members gave encouragement and a listening ear to the teacher-leaders, other teachers and administrators who were promoting change and ensured that teachers had opportunities to participate in dissemination activities, recognizing their contribution to current research.

After observing the growth in peer leadership among the teacher leaders, the research team formulated the research questions which led to this study.

Sample

Twenty-one teachers from the "target" elementary school in the larger research project became the sample for this study. Their roles included those of classroom teacher (K-6), special educator (consulting teacher, resource teacher, intensive special educator, and speech and language pathologist), compensatory education teacher (Chapter One), librarian, music teacher and physical education teacher. At the time of the study, all but three of these teachers had been participants in the seminars offered two years previously as the intervention in the larger research project.

Of the twenty-one teachers, ten had volunteered as "teacher-leaders," divided into four teams, three teams having two leaders and one team having four. One half of the members of each team were special educators by training, although two of the five special educators were teaching exclusively in general education classrooms; for the purpose of our study, we considered them to be "special educators."

The team with the longest tenure had been working together for two years, while the newest team had been in existence less than a year. There were four males and seventeen females on the faculty, but only one male volunteered to serve as a teacher-leader.

Instrumentation

The larger research project focused on "teacher empowerment" and schoolwide strategic planning as methods of achieving greater inclusion of students with special needs into general classrooms. Because these are themes from general education reform, we looked to general education literature for studies of peer leadership characteristics. The work done by Saxl, Miles, and Lieberman analyzing the leadership skills needed by educational "change agents" most closely matched the "peer leadership" characteristics we intended to study. We adapted the checklists of these eighteen skills from the workbook "Assisting Change in Education" (ACE) (Saxl, Miles, & Lieberman, 1989), a manual designed to train educational leaders.

From these checklists we prepared two measures of peer leadership skills, one for a self-rating by all teachers and one for peer nominations (See Appendixes A and B). On the first survey, teachers were asked to what degree they personally possessed the skill, using a three point (high, medium, or low) scale; we will refer to these results as "self rating." The second survey asked them to name three teachers in their school who frequently exhibited each skill; we will refer to these results as "peer nomination."

The peer leadership surveys were administered at a special

faculty meeting in Fall of 1991 by the three authors of this paper. All of the teachers willingly completed the survey, although several expressed their uneasiness at being asked to "rate" their peers.

Results

Our first and second research questions were considered together: Will the leadership exhibited by the special educators be seen by their peers to be as effective as that of the general educators? Will there be specific peer leadership skills in which special educators excel and those in which general educators excel?

An analysis of variance (ANOVA) was completed for both self-ratings and peer nominations across the eighteen peer leadership skills listed on the survey. We first compared the special educators (n = 6) with the general educators (n = 15), classifying as a special educator any teacher who had a master's degree in special education, regardless of teaching assignment, as well as those whose teaching assignment was exclusively special education.

We then examined how frequently special educators and general educators were nominated by their peers as exemplifying each of the 18 skills. Because 21 teachers each rated each other, the maximum number of nominations any particular teacher could get on

a skill (after self-nominations were excluded) was 20.

Results of the ANOVA indicated that the special educators were perceived by their peers as more skilled than the general educators in five areas: **Group Functioning,** $F(1,19) = 4.37, p = .05$, **Education General (or Master Teacher),** $F(1,19) = 5.21$, $p = .03$, **Confrontation,** $F(1,19) = 5.31$, $p = .03$, **Diagnosing Organizations,** $F(1,19) = 4.53$, $p = .05$, and **Resource Bringing,** $F(1,19) = 4.28$, $p = .05$. (See Figure 1). There were no skills in which the general educators' peer nominations exceeded nominations for the special educators, and only in the area of **Support** did the average number of nominations for general educators approach nominations for special educators.

Insert Figure One about here.

Our third question was: Will the special educators' self-perceptions of their skills match the perceptions of their peers? To answer this we compared the results of the analyses of self-ratings and peer nominations. The ANOVA of the teacher self-rating showed significant differences between the special and the general educators in three skill areas, **Initiative Taking,** $F(1,19) = 4.57$, $p = .05$, **Resource Bringing,** $F(1,18) = 6.30$, $p = .02$, and **Demonstration,** $F(1,18) = 6.58$, $p = .02$. In each of these areas, the special educators as a group rated themselves

higher than the general educators rated themselves. (See Figure 2). Only in the area of **Resource Bringing** did the self-perceptions of special educators match with the others' perceptions of them.

Insert Figure Two about here.

Our fourth research question was more difficult to answer. Question four was: Was the technical assistance provided by project staff to the teacher-leaders a critical component in their leadership development?

To address this question we compared the teacher-leaders (n = 10) with the other teachers (n = 11). Results of an ANOVA of the self-rating revealed significant differences between these two groups only in the skill of **Group Functioning**, $F(1,19) = 8.95$, $p = .01$. Teacher-leaders rated themselves higher on group functioning ($M = 2.6$) than did the others ($M = 1.9$).

The ANOVA of the peer nominations showed significant differences between the two groups on 12 out of the 18 skills, with the teacher-leader group being rated higher in each case. (See Table 1).

Insert Table One about here.

We then determined the average number of peer nominations received by each team and the length of time that each team had been working. The average number of peer nominations received by these teams corresponds generally to the length of time that each team had been working, with the average of the most seasoned team ($\underline{M}$ = 146.5) being more than seven times the average of the least-seasoned team ($\underline{M}$ = 19.8). The teacher-leader pairs who began to work the earliest (24, 18, and 12 months, respectively) had received the greatest amount of technical assistance from the project team. The fourth team to begin received technical assistance for only three out of the nine months they had been working, and received the lowest totals of nominations. (See Figure 3).

Insert Figure Three about here.

One more indication of the strength of the special educators on this faculty became obvious when we analyzed the teacher-leaders as a group. Of the six special educators in the school, five were serving as teacher-leaders; the sixth spent only two mornings a week in the school, but received a proportionately high number of peer nominations.

Discussion

This study uses the framework developed by Saxl, Miles, and Lieberman (1989) as a way to assess to teachers' perceptions of their own and peers' leadership abilities in a small, rural elementary school. Although it is difficult to generalize from a sample of 21 teachers, the results suggest that special educators have leadership abilities that can be more widely applied to school reform, that these leadership abilities can be developed over time, and that elaborate "career ladders" which can violate standards of equality among teachers may not be needed to generate this leadership. Replication of this study in other school sites, using a random selection of teacher-leaders would extend our knowledge about the role of teacher leadership -- as exercised by both general and special educators -- in school reform.

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Table 1

Differences in Peer Nominations by Group

SKILL AREAS	TEACHER-LEADERS	OTHER TEACHERS
1. Interpersonal Ease	4.2*	.6
2. Group Functioning	5.0*	.7
3. Training/Doing Workshops	4.2*	.6
4. Education General (Master Teacher)	4.0*	.4
5. Educational Content	3.0	1.6
6. Administrative/ Organizational	3.8*	1.0
7. Taking Initiative	4.2*	.5
8. Trust/Rapport-Building	3.0*	.6
9. Support	2.4	1.7
10. Confrontation	3.3*	.6
11. Conflict Mediation	2.9	1.1
12. Collaboration	3.2*	1.1
13. Confidence Building	3.0	.8
14. Diagnosing Individuals	3.0*	.7
15. Diagnosing Organizations	3.6*	.8
16. Managing/Controlling	3.7*	.5
17. Resource Bringing	2.8	.8
18. Demonstration	3.2	1.1

* = $p < 0.05$

Figure 1

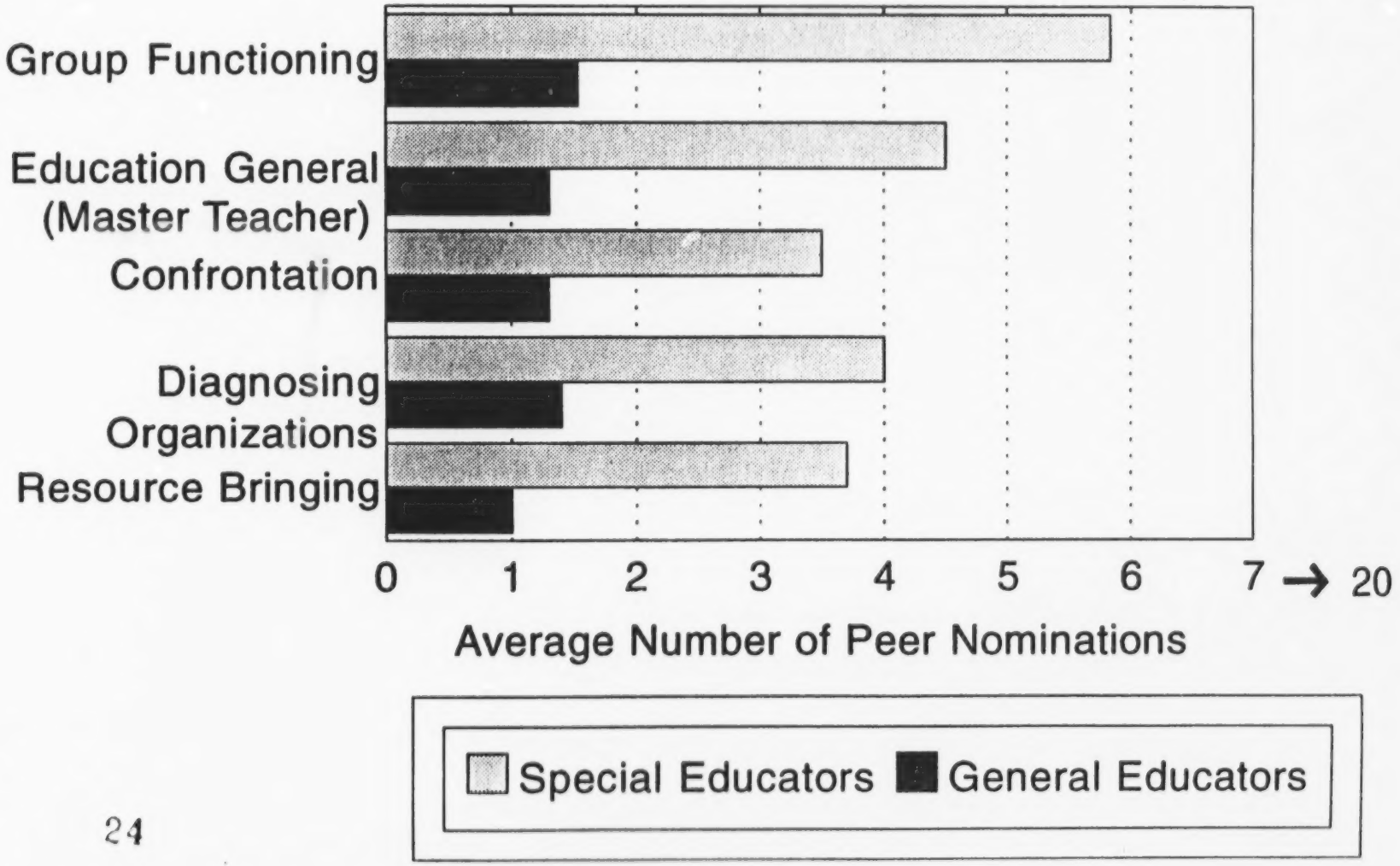

Figure 1. The five skills for which the average peer nominations was significantly different ($p>0.05$) for special and general educators.

Figure 2

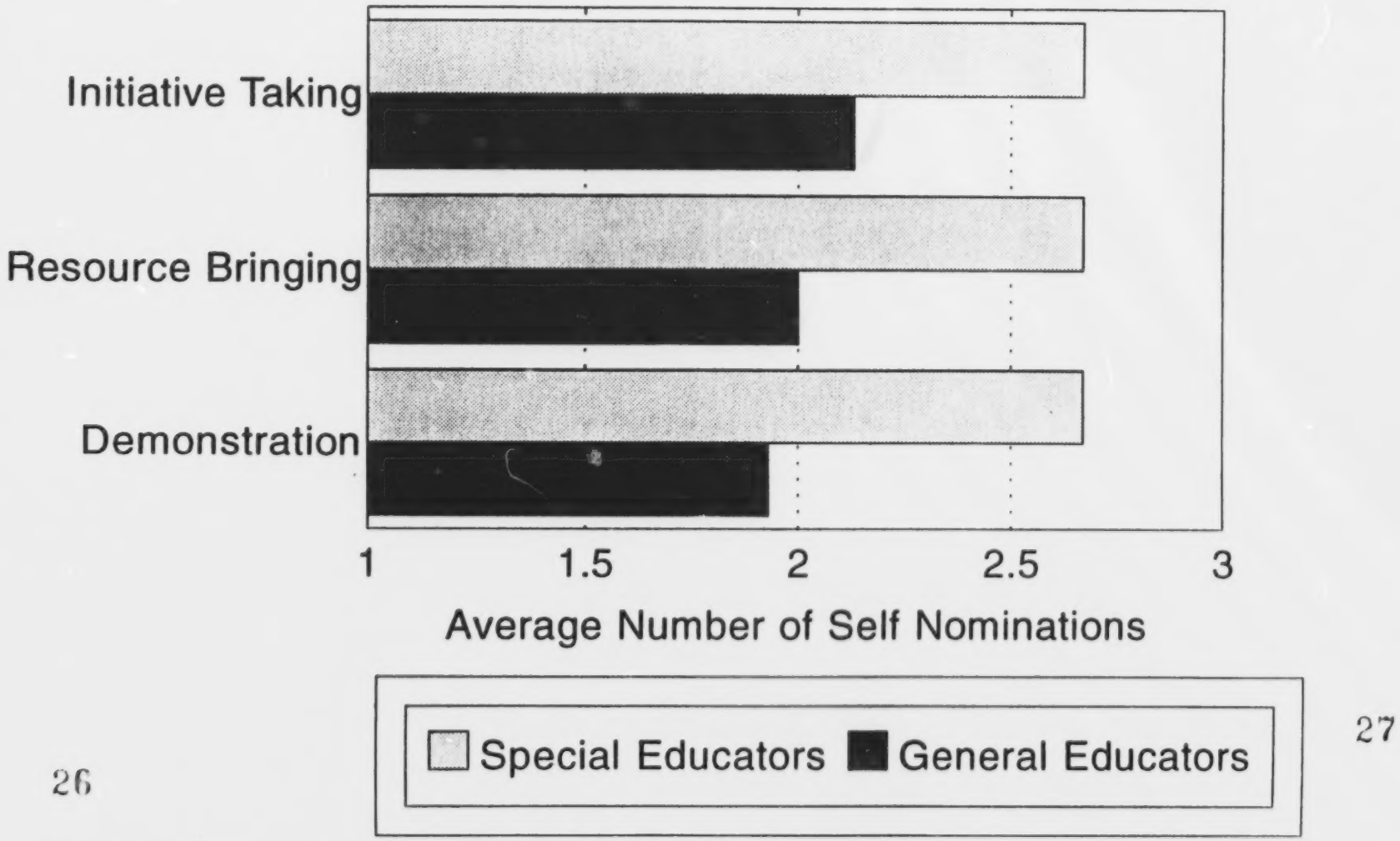

Figure 2. The three skills for which the average of self nominations was significantly different ($p>0.05$) for special and general educators.

Figure 3

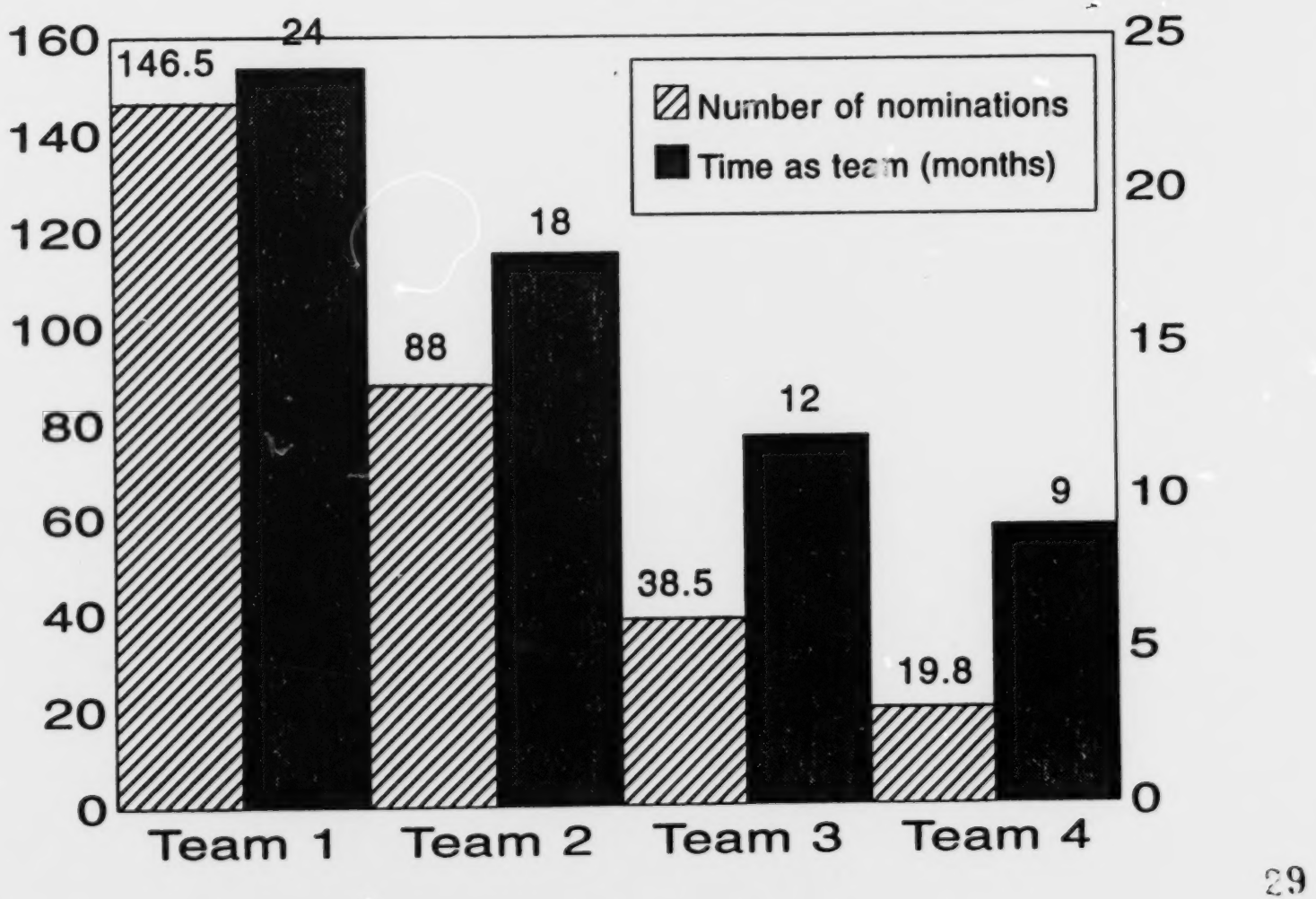

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Figure 3. Total of peer nominations by team and time as team in months.

APPENDIX A:

Peer Leadership

Self-Rating Survey

PEER LEADERSHIP SKILLS

Description of Skill	Examples: What others might say about this person:	Degree to which you possess this skill: High	Medium	Low
1. Interpersonal Base. Relating to and directing others.	Very open person; nice manner; is able to deal with staff; knows when to stroke, when to hold back, when to assert; knows "which buttons to push"; can talk to anyone.			
2. Group Functioning. Understanding group dynamics, able to facilitate team work.	Has ability to get a group moving; good group facilitator, lots discussion flow.			
3. Training/Being Workshops. Directing instruction, teaching adults in systematic way.	Gave training on how to implement goals; prepares a great deal and enjoys it; has the right chemistry and can impart knowledge at the peer level.			
4. Education General. (Master Teacher) Wide educational experience, able to impart skills to others.	Excellent teaching skills; has done staff development with teachers; was always assisting, supporting, being resource person to teachers.			
5. Educational Content. Knowledge of school subject matter.	Demonstrating expertise in a subject area; knows a great deal about teaching; what she doesn't know she finds out.			
6. Administrative/Organizational. Defining and structuring work, activities, time.	Highly organized, has everything prepared in advance; could take an idea and turn it into a program; good at prioritizing, scheduling; knows how to get things up.			
7. Initiative-Taking. Starting or pushing activities, moving directly toward action.	Assertive, clear sense of what he wanted to do; ability to poke and prod where needed to get things done.			

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Description of Skill	Examples: What others might say about this person:	Degree to which you possess this skill: High	Medium	Low
8. Trust/Rapport-Building. Developing a sense of safety, openness, reduced threat on part of others; good relationship-building.	Gained confidence of staff; a skilled seducer (knows how to get people to ask for help); did not threaten staff; was open and understanding.			
9. Support. Providing nurturing relationship, positive affective relationship.	A certain compassion for others; always patient, never critical, very enthusiastic.			
10. Confrontation. Direct expression of negative information without generating negative affect.	Can challenge in a positive way; will lay it on the line about what works and what won't; is talkative and factual; can point out things and get away with being blunt; able to tell people they were wrong, and they accept it.			
11. Conflict Mediation. Resolving or improving situations where multiple incompatible interests are in play.	Able to mediate people to soften their attitudes; can handle people who are terribly angry, unreasonable; keeps cool.			
12. Collaboration. Creating relationships where influence is mutually shared.	Deals on same level we do, puts in his ideas; leads and directs us, but as peers; doesn't judge us or put us down; has ideas of her own, but flexible enough to maintain other teachers' way of doing things, too.			
13. Confidence-Building. Strengthening another's sense of efficacy, belief in self.	Makes all feel confident and competent; doesn't patronize; has a way of drawing out other teachers' ideas; makes people feel great about themselves; like a shot of adrenaline boosting your mind, ego talents, and professional expertise.			

Description of Skill	Examples: What others might say about this person:	Degree to which you possess this skill: High	Medium	Low
14. Diagnosing Individuals. Forming a valid picture of the needs/problems of an individual teacher or administrator as a basis for action.	Realizing that when a teacher says she has the worst class, she means "I need help"; has an ability to focus in on problems; picks up the real messages; sensitive, looks at teacher priorities first; knows when an off-hand joke is a signal for help.			
15. Diagnosing Organizations. Forming a valid picture of the needs/problems of the school organization as a basis for action.	Analyzes situation, recognizes problems, jumps ahead of where you are to where you want to go; anticipates problems the school is facing; helped us know where we should be going.			
16. Managing/Controlling. Orchestrating the improvement process: coordinating activities, time and people; direct influence on others.	Prepared materials and did the groundwork with principal and school board; is a task master and keeps the process going; makes people do things rather than doing them himself.			
17. Resource-Bringing. Locating and providing information, materials, practices, equipment useful to clients.	He uses his network to get us supplies; brings ideas that he has seen work elsewhere; has the newest research, methods, articles, and ideas, and adapts them for our needs.			
18. Demonstration. Modeling new behavior in classrooms or meetings.	Willing to go into classrooms and take risks; modeling; showed the chair by his own behavior how to be more open.			

Adapted from Saul, S.R., Niles, M.D., & Lieberman, A. (1990). ACT - Assisting change in education. Alexandria, VA: Association for Supervision and Curriculum Development.

APPENDIX B: Peer Leadership Peer Nominations

PEER LEADERSHIP SKILLS

Description of Skill	Examples: What others might say about this person:	Three teachers who frequently demonstrate this skill:
1. Interpersonal Base, Relating to and directing others .	Very open person; nice manner, is able to deal with staff; knows when to stroke, when to hold back, when to assert; knows "which buttons to push"; can talk to anyone.	1. _____ 2. _____ 3. _____
2. Group Functioning. Understanding group dynamics, able to facilitate team work.	Has ability to get a group moving; good group facilitator, lets discussion flow.	1. _____ 2. _____ 3. _____
3. Training/Doing Workshops. Directing instruction, teaching adults in systematic way.	Gave training on how to implement goals; prepares a great deal and enjoys it; has the right chemistry and can impart knowledge at the peer level.	1. _____ 2. _____ 3. _____
4. Education General. (Master Teacher) Wide educational experience, able to impart skills to others.	Excellent teaching skills; has done staff development with teachers; was always assisting, supporting, being resource person to teachers.	1. _____ 2. _____ 3. _____
5. Educational Content. Knowledge of school subject matter.	Demonstrating expertise in a subject area; knows a great deal about teaching; what she doesn't know she finds out.	1. _____ 2. _____ 3. _____

Description of Skill	Examples: What others might say about this person:	Three teachers who frequently demonstrate this skill:
6. Administrative/Organizational. Defining and structuring work, activities, time.	Highly organized, has everything prepared in advance; could take an idea and turn it into a program; good at prioritizing, scheduling; knows how to get things up.	1. _____ 2. _____ 3. _____
7. Initiative-Taking. Starting or pushing activities, moving directly toward action.	Assertive, clear sense of what he wanted to do; ability to poke and prod where needed to get things done.	1. _____ 2. _____ 3. _____
8. Trust/Rapport-Building. Developing a sense of safety, openness, reduced threat on part of others; good relationship-building.	Gained confidence of staff; a skilled cadre (knows how to get people to ask for help); did not threaten staff; was open and understanding.	1. _____ 2. _____ 3. _____
9. Support. Providing nurturing relationship, positive affective relationship.	A certain compassion for others; always patient, never critical, very enthusiastic.	1. _____ 2. _____ 3. _____
10. Confrontation. Direct expression of negative information without generating negative affect.	Can challenge in a positive way; will lay it on the line about what works and what won't; is talkative and factual; can point out things and get away with being blunt; able to tell people they were wrong, and they accept it	1. _____ 2. _____ 3. _____

Description of Skill	Examples: What others might say about this person:	Three teachers who frequently demonstrate this skill:
11. Conflict Mediation. Resolving or improving situations where multiple incompatible interests are in play.	Able to mediate people to soften their attitudes; can handle people who are terribly angry, unreasonable; keeps cool.	1. _____ 2. _____ 3. _____
12. Collaboration. Creating relationships where influence is mutually shared.	Deals on same level we do, puts in his ideas; leads and directs us, but as peers; doesn't judge us or put us down; has ideas of her own, but flexible enough to maintain other teachers' way of doing things, too.	1. _____ 2. _____ 3. _____
13. Confidence-Building. Strengthening another's sense of efficacy, belief in self.	Makes all feel confident and competent; doesn't promises; has a way of drawing out other teachers' ideas; makes people feel great about themselves; like a shot of adrenaline boosting your mind, ego talents, and professional expertise.	1. _____ 2. _____ 3. _____
14. Diagnosing Individuals. Forming a valid picture of the needs/problems of an individual teacher or administrator as a basis for action.	Realizing that when a teacher says she has the worst class, she means "I need help"; has an ability to focus in on problems; picks up the real message; sensitive looks at teacher priorities first; knows when an off-hand joke is a signal for help.	1. _____ 2. _____ 3. _____
15. Diagnosing Organizations. Forming a valid picture of the needs/problems of the school organization as a basis for action.	Analyzes situation, recognizes problems, jumps ahead of where you are to where you want to go; anticipates problems the school is facing; helped us know where we should be going.	1. _____ 2. _____ 3. _____

Description of Skill	Examples: What others might say about this person:	Three teachers who frequently demonstrate this skill:
16. Managing/Controlling. Orchestrating the improvement process: coordinating activities, time and people; direct influence on others.	Prepared materials and did the groundwork with principal and school board; is a task master and keeps the process going; makes people do things rather than doing them himself.	1. _____ 2. _____ 3. _____
17. Resource-Bringing. Locating and providing information, materials, practices, equipment useful to clients.	He uses his network to get us supplies; brings ideas that he has seen work elsewhere; has the newest research, methods, articles, and ideas, and adapts them for our needs.	1. _____ 2. _____ 3. _____
18. Demonstration. Modeling new behavior in classrooms or meetings.	Willing to go into classrooms and take risks; modeling; showed the chair by his own behavior how to be more open.	1. _____ 2. _____ 3. _____

Adapted from Saxl, E.R., Miles, M.B., & Lieberman, A. (1990). ACE - Assisting change in education. Alexandria, VA: Association for Supervision and Curriculum Development.

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